MONTANA

Chapter 1 Newsletter

End of School Year Reminders

Evaluation—Due July 1, 1990

—Chapter 1 applications will not be considered until an acceptable evaluation has been received.

—Review evaluation for purposes of program improvement.

—Did the program meet the program objectives established for the year?

Budget amendments or revisions must be submitted to the Chapter 1 office by May 1, 1990.

Applications—Due four weeks prior to the beginning date of the project.

—The earliest approvable project beginning date is July 1, 1990. Chapter 1 funds may not be obligated or expended prior to the project beginning date. If you wish to order equipment or supplies during the summer, make sure your application has been approved and that your project beginning date is prior to any obligation or expenditure of Chapter 1 funds.

Final Records and Refunds—Due after the close of the project.

—Any cash on hand remaining in your Chapter 1 account must be refunded.

—Unused Chapter 1 funds may be carried over to the following year—maximum 25 percent carryover.

—If applying for reallocated funds, the fiscal records and refunds must be in the Office of Public Instruction and postmarked no later than July 31, 1990.

Reallocated Applications—Due in the Office of Public Instruction and postmarked no later than July 31, 1990.

—In order to qualify for the first go-round of reallocated funds, your application, evaluation, fiscal records and refund, and reallocated application must all be in the Office of Public Instruction and postmarked no later than July 31, 1990.

Fall Workshop—October 10-12, 1990.

—Make plans for the fall workshop.

—You may want to make lodging reservations before school is out. DO NOT make deposits from this year's project funds.

Needs Assessment

—Complete annual needs assessment for applications and program planning purposes.

—Things to consider when planning next year's program:
Students' needs
Funding available
Staff available
Result of program evaluation

Scheduling of Chapter 1
—Complete surveys of parents, students and staff.

Student Selection

—Complete preliminary student selection list to be used for program planning, scheduling and completing the proposed participation chart which is part of the application.

Replacement Classes

—Identify students to be placed in replacement class.

—Schedule and staff according to need.

—Develop curriculum for replacement students.

—Make sure replacement classes are within the guidelines established in the application.

—All replacement classes must be approved in the application.

Parent Involvement

—This is a good time to notify parents of placement of their child in Chapter 1

—This is a good time to hold the annual parent meeting and gather parent input into program planning and completion of the Chapter 1 application.

—Consider involving parents in summer reinforcement of their children's school instruction.

—Assess the effectiveness of the parent involvement program.

Program Improvement

—Program Improvement Plan must accompany the project application unless submitted previously.

—Fiscal Report due for each building receiving fiscal year 1989-90 program improvement funds.

Diann Kramer Receives National Award

Diann Kramer, Staff Assistant in the Chapter 1 HOSTS program at Washington School in Billings, was the recipient of the Betty Scharff Memorial Award. Diann received this award at the HOSTS (Help One Student To Succeed) Conference held in Portland, Oregon, February 15-16, 1990. She was nominated by her building administrator, supervising teacher, classroom teachers, students, tutors and parents. This award is given annually to one staff assistant in recognition of their outstanding contributions to the educational welfare of children. Diann has been a staff assistant in the Chapter 1 program since 1987. Everyone is very proud of Diann, especially for her positive attitude, hard work and loving concern for all children with whom she works. Congratulations, Diann!

Vocabulary Instruction

A strong connection has been found between vocabulary knowledge and reading comprehension—in order to understand a text, the reader must know the meanings of most of the words. Comprehension gains depend upon fairly deep word knowledge: vocabulary instruction must consist of more than definitions and short sentences. The average student between grades 3 and 12 gains 3,000 vocabulary words each year. However, researchers do not yet know how this is accomplished; explicit instruction alone cannot account for this high number. Studies have documented that much of this learning occurs incidentally through reading.

This article examines various types of vocabulary instruction in an attempt to determine what kind is best for teachers to use. The instruction can be classified into three major categories—definitional, contextual, and conceptual. Each has its uses and its limitations.

The **definitional** approach consists of the student learning a phrase or synonym that defines the word. It is not time consuming and can cover large numbers of words. However, this method does not necessarily improve comprehension, nor does it promote integration of new and old knowledge. It is best used when students already understand the concept, when the word plays a minor role, and when only a partial meaning is needed.

Teaching students the meanings of new words through the study of surrounding texts is using the **contextual** approach. This method is useful when learning is incidental (natural context). It is the method most commonly used in basal programs, and when successful, it aids students to become independent learners. It is best taught through explicit teacher demonstration. Unfortunatey, not all sentences provide good context clues. Basals, on the other hand, provide artificaly rich clues which make students unprepared for the paucity which may appear in other texts. This approach is particularly difficult for lower ability readers. It is most effective as part of a comprehensive reading program requiring students to construct meaning.

In the third approach, **conceptual**, students learn how a word meaning fits with related words and/or concepts. Developing an extensive knowledge and deep understanding of the word, at a personal level, retaining knowledge, and associating old and new information are some of the advantages of this method. These are offset by the length of time required for teacher preparation and instruction. This approach should be reserved for key concepts and main points.

The authors conclude that there is no simple solution to the teaching of vocabulary. Appropriate instruction is dependent upon the word itself and the text. There are times when a simple definition is sufficient and other times when only the deepest understanding will suffice.

—Herman, P. & Dole, J., **Theory and Practice in Vocabulary Learning and Instruction,** *The Elementary School Journal.* 1988 (Sept.), 89 (1), 43-54.

Secretary's Initiative

Superintendent Nancy Keenan nominated four Montana Chapter 1 projects for consideration in the national initiative to identify unusually successful Chapter 1 projects. Secretary of Education Lauro F. Cavazos sponsors the initiative, and the awards will be presented at the International Reading Association Convention in Atlanta, May 9, 1990. Projects selected by Superintendent Keenan to represent Montana this year include Hardin Elementary, Rocky Boy Elementary, Whitefish Elementary and Yellowstone Education Center.

Review panels established by the Chapter 1 office in Washington will rate the nominations on the ability of the Chapter 1 project to establish objectives to assist within the compliance requirements of the ESEA Chapter 1 statutes. However, the greatest emphasis is placed upon how successful the project is in meeting the needs of educationally disadvantaged children.

Teaching Reading Comprehension: Videotaped Teacher Inservice Programs

A 14-part video series for teacher inservice is now available for loan from the Office of Public Instruction in Helena. This program was produced by the Wisconsin Educational Television Network and the U.S. Department of Education. Each program is 30 minutes long and includes research and background information with nationally recognized reading researchers and educators, as well as demonstrations of classroom strategies with teachers and students.

The overall goals for the Teaching Reading Comprehension series are:

1.   To update teachers on current views of reading, skilled readers and effective reading instruction.

2.   To introduce a set of reading comprehension strategies which students should master to become monitors of their own reading comprehension.

3.   To provide guidelines and directions for instructional change in reading instruction.

4.   To encourage teachers to consider themselves decision makers with respect to developing, presenting and assessing reading comprehension lessons.

The programs appear well-developed and may be used individually or as a series:

Program 1: What is the Nature of Reading Comprehension Instruction Today?

Program 2: The Current View of Reading Comprehension

Program 3: The Reading-Writing Relationship

Program 4: Semantic Mapping

Program 5: Word Meaning

Program 6: Integrating Word Analysis—There's More to Reading Than Decoding

Program 7: Basic Inference

Program 8: Teaching Cohesion Comprehension

The Office of Public Instruction Chapter 1 staff is pleased to announce that Dr. Lynette Mohler of Carroll College has agreed to repeat the Reading Symposium she presented at the 1989 Chapter 1 Fall Conference. If you attended this symposium in Helena, please do not request a ticket for the 1990 session.

Reading Symposium Registration
Making the Diagnostic-Prescriptive Circle Go Around
(Grades K-6)

PLEASE RETURN TO THE OFFICE OF PUBLIC INSTRUCTION AS SOON AS POSSIBLE.

Attendance will be restricted to 50 participants, one per district.

Name_____

District Name_____

Building Name_____

City_____ Zip Code_____

Selection will be based on a first-come, first-served basis. Participants will receive a registration confirmation and a ticket which must be presented at the door. Those not selected for participation will be notified by mail before the conference.

Program 9: Story Mapping
Program 10: Questioning
Program 11: Main Idea
Program 12: Independent Seatwork
Program 13: Developing Active Constructive Readers
　　　　　　　Within the Basal Reader Structure
Program 14: Becoming Strategic Readers; Becoming
　　　　　　　Strategic Teachers

If you wish to borrow videotapes from these series, please contact Pat Pickett, 444-3083, or the Chapter 1 specialist assigned to your project.

Chapter 1 Works:
Chapter 1 Students' Views

Chapter 1 students from the Hardin High School Chapter 1 reading project have written and published articles about their classes. The following article was included in the Hardin newsletter distributed during the annual parents' meeting.

The Benefits of Chapter 1

We, students in the fifth period Chapter 1 reading class at Hardin High School, have discovered the benefits of being in the Chapter 1 program. These benefits include being challenged to read faster and better, to improve our skills and to feel more confident in our abilities as students.

During the past school year, we have had a variety of activities designed to build our vocabulary and reading comprehension. Some of these activities include: silent sustained reading, journal writing, computer games, vocabulary words, quizzes, games and contests, story predictions, reader's theatre, finding new words on our own and the Books and Beyond readathon.

While discussing how they had been helped in this class, Frank Big Medicine commented, "I've learned more words and how to spell them. It has helped me with language and how to speak. Reading is easier for me now."

Tami Grant added, "It has helped me understand words on tests such as the ASVAB Armed Services Vocational Aptitude Battery." Her advice to the other Chapter 1 students is to study hard on the vocabulary tests because "the words that we always study really do help you."

Tony Parrish replied, "I've been helped by being in the Chapter 1 class. It has increased my vocabulary skills and it has helped me with my CAT (California Achievement Test) test. I have improved 21 NCEs." Tony's advice to the younger classmen is, "You have to stick with it and get your work in and work hard and don't give up."

From all of us to all of you: We recommend Chapter 1 reading class.

By: Ben Arbogast, Franklin Big Medicine, Tami Grant, Tony Parrish and Tom White Clay

What Works?

Character Cards

Can your students only describe a character in a story as good or nice? Have you searched and searched to find a vocabulary exercise that will lead to an understanding of word meanings? I was frustrated by these questions until I developed **Character Cards** to use with my middle school Chapter 1 students. The students really enjoy this activity and don't even mind looking up a few words in the dictionary if they have forgotten what they mean.

On 2"x6" pieces of tag board or index cards cut in half, write vocabulary words that describe character traits. Some words I have used include: eccentric, boisterous, angry, anxious, serene, foolhardy, articulate, dishonest, embarrassed, inquisitive, curious, helpful, moody, mischievous, shy, sullen, wise, worried. I have over 100 words in my word bank so far and the list grows with each story that is read.

After reading a story or a book, we go through the cards one at a time and decide if that card describes the main character or characters of the story or book. As we do this, we discuss the meaning of each word and how it applies or doesn't apply to the characters in that particular story. Each time we do this, the students gain a better understanding of the word meanings and gain insight into the character development in the stories that they read.

Jane Johnson
Shelby Middle School 6-8
Shelby, Montana 59474

Chapter 1
Spring Workshop

The ESEA Chapter 1 staff of the Office of Public Instruction will conduct spring workshops on April 9, 11 and 12 at five sites.

Each workshop will be designed to assist school districts in their completion of the application amendment and evaluation forms. The Chapter 1 staff will present workshops dealing with all aspects of the amendment: needs assessment, student selection, program improvement, evaluation, fiscal records, capital expenses and allocations. Each school district attending the workshop will receive a packet of information containing 1989-90 evaluation forms and 1990-91 amendment forms with instructions. Each district will also receive their 1990-91 allocations.

A maximum of two people from a Chapter 1 project may attend, one an administrator and the other the person responsible for completing the evaluation and assisting with the application. A registration form was mailed to each authorized representative in January. All Chapter 1 projects are urged to participate in a workshop most convenient for the district. Each workshop will run from 9:00 a.m. to 4:00 p.m. on the dates listed.

Monday, April 9, 1990	—Glasgow, Cottonwood Inn
	—Kalispell, Cavanaugh's
Wednesday, April 11, 1990	—Great Falls, Vo-Tech Center
	—Miles City, Miles Community College
Thursday, April 12, 1990	—Bozeman, GranTree

We'll look forward to seeing you at the spring workshops!

Comparing Diagnosis—Prescription and Tutoring: What the Research Says

Chapter 1 federal law specifies each Chapter 1 program must "determine the needs of participating children with sufficient specificity to ensure concentration on those needs" and Montana Chapter 1 programs are required to write an Individualized Educational Plan (IEP) based on diagnosis for each student served in the program. The extent of these requirements promotes a diagnostic-prescriptive approach to Chapter 1 instruction and Chapter 1 instructors are discouraged from serving only as "homework help" to students. But why is a diagnostic-prescriptive approach preferred over tutorial help for students?

A recent computer inquiry for information on diagnostic-prescriptive instruction and tutoring produced 14 research studies: seven diagnostic-prescriptive studies and seven studies of a tutorial approach. The ages of students ranged from fourth grade through high school and occurred in both remedial and regular classroom settings. Two documents included were reviews of the literature relating to remedial education. The results of the studies were very clear: diagnostic-prescriptive instructional approaches produced significant achievement gains with student, while tutoring produced weak or no effect on student achievement.

Specific information from the studies showed the diagnostic-prescriptive approach to be effective in increasing students' retention of instruction and produced greater achievement gains that could have been predicted based on students' previous learning rates. Two studies noted the teacher's skills and organization for instruction as important factors for success with a diagnostic-prescriptive approach. A skills development approach and teaching particular tasks rather than using a "general abilities" approach were recommended in the literature, as well as a citation of "universal agreement . . . on the need for diagnosis of children's learning difficulties."

On the other hand, tutorial studies concluded less positive results, such as "regular classroom programs may be equally effective," "tutored children were not found to be at an advantage on the tests," "an unstructured tutoring program has a weak effect on achievement," and "the control group achieved as well as the experimental (tutored) group." One article cited that, while research has shown that tutoring per se is not necessarily beneficial and that unsystematic approaches to tutoring are ineffective, a structured tutoring program should result in achievement growth. However, there was no documentation follow-up of this supposition.

While this research is not intended as iron-clad dictum, the indications for Chapter 1 instruction seem clear. An annotated bibliography citing the specific research studies and summarizing results is available from the Office of Public Instruction Chapter 1 office upon request.

Reading. What is it? In the beginning, the word came from an Anglo-Saxon word, "raeden." In Old English, the word meant to discern, to interpret. The word "riddle" also came from this root word.

We often consider "reading" in a rather narrow way, thinking only of "interpreting" meanings assigned to written symbols. Most of our formal education, that which takes place in school, is dependent upon reading. However, it is possible to look at the meaning of reading through a wider lens. Let's consider reading to be what you do when you tune yourself into the activities of the world.

Reading. What is it? The eye focuses, becomes aware of a pattern. The pattern is transmitted to the brain. Then the brain says, "Got it. Move on."

Reading. The car you're riding in travels down the road at 60 miles per hour. A yellow and black sign looms ahead with the letters "CAUTION." The driver's foot comes off the gas pedal and in the same motion goes to the brakes.

Reading. You are excited. It's the first day of a vacation and you are in a hurry to get outside. It's great to be alive? You start to rush out the front door. Your mother is standing nearby. Something about her stern look reminds you that you forgot to straighten your room. You stop.

Reading. You are walking along the street. There's a dog on the sidewalk ahead. You must pass it. It's tail is not moving. The dog bares his teeth. You cross to the other side of the street.

Reading. You gaze at it. The colors seem to jump at you from the canvas. The twisted shapes take on meaning. The feelings the artist had came through to you—"Tremendous!" you say to yourself.

Reading. You look intently at the map. The train hurries through the countryside. You turn to your friend and say as you point to the map, "We should be about here."

Reading. For a moment you feel a surge of panic. You examine the trail closely. You are certain that you are not lost, but . . . .Then you notice a familiar cut on a tree which says to you, "This is the trail."

Reading. What is it? It is interpreting the meaning of what you see, hear and feel. The pilot who says to the tower, "I read you loud and clear," is saying, "I received the message; I understand."

A check in your dictionary will show that there are many ways of redefining reading. Maybe it would be wise to go back to the Anglo-Saxon root word and say, "Reading is interpreting the riddles of life."

From M.S. Johnson, R.A. Kress, J.D. McNeill, E.B. Black and M.H. Black, **Kings and Thieves** (Level 5) Reading Experience and Development Series. Cincinnati, Ohio: American Book Company, 1968, pp. 300-301.

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